

SASMD Schooling by Design Action Planner – Catasauqua Area – GOAL #1

GOAL¹: To identify SAS Model Classroom teachers at the elementary, middle, and high school levels who will facilitate the implementation of the PA LEADS initiative.

Actions	Rationale ²	Who/When	Deliverables	Indicators	Adjustments ³
1. Create a SAS Model Classroom Mini-Grant Application & Accompanying Rubric	To identify a critical mass of teachers that can help facilitate the PA LEADS initiative at all levels within the district.	Christina Lutz-Doemling Kathy Kotran On or before Nov. 4, 2011	Completed Application and Accompanying Rubric Inform building level faculty of the mini-grant application process and deadline for application	Completed grant applications	
2. Review Mini-Grant Applications and Select Grant Recipients	To select grant recipients who have incorporated SAS, alignment to standards, and a data collection plan designed to illustrate improved student achievement	PA LEADS team During the December SAS institute	PA LEADS team achieves consensus on mini-grant recipients	Grant recipients notified by Bob Spengler	
3. Work with Mini-Grant Recipients to Refine Grant Proposals and to Purchase and Implement Technology	<ul style="list-style-type: none"> Observed a need to specifically address data collection related to mini-grant applications Need to purchase technology associated with mini-grants in a 	Christina Lutz-Doemling Kathy Kotran Building Principals SAS Model Classroom Teachers January 25, 2012 –	Principal Meetings with SAS Model Classroom Teachers Completed project summary sheets submitted by SAS Model Classroom Teachers	Technology ordered and received Projects implemented in SAS Model Classrooms	

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³ Adjustments = next steps suggested, given results & feedback; leading to new action plan steps, below.

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	timely fashion		January PD Session – District Mission, SAS Updates, and Project Related Data Collection		
4. SAS Model Classroom Teachers Share Experiences with Building Level Faculty	Keep faculty informed of the PA LEADS initiative and implementation steps to date Sharing successes	SAS Model Classroom Teachers Spring Faculty Meetings (April/May)	Sharing of best practices Increased communication	Faculty Meeting Agendas	
5. SAS Model Classroom Teachers and PA LEADS Team Participate in Walk-Throughs	To collect data on curriculum, instruction, and assessment practices taking place within classrooms	PA LEADS Team May 2012	Walk throughs completed at the elementary, middle, and high school levels Walk through data summary	Walk through training scheduled with SAS Model Classroom Teachers and PA LEADS Team Debriefing sessions held following walk throughs	

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6. Prepare SAS Model Classroom Teachers for Year 2 Implementation	<p>To continue and expand the PA LEADS initiative in year 2</p> <p>Year 1 SAS Model Classroom Teachers will serve as “mentors” to year 2 SAS Model Classroom Teachers</p> <p>Develop an increased critical mass of teachers involved with facilitating the PA LEADS initiative</p>	<p>Christina Lutz-Doemling Kathy Kotran Building Principals Year 1 SAS Model Classroom Teachers</p> <p>May/June 2012 August 2012</p>	<p>List of expectations for Year 2 Model Classroom Teachers</p> <p>SAS Model Classroom Teacher collaboration time built in to faculty meetings, inservice days</p>	<p>Walk throughs and classroom observations indicate instruction, and assessment practices resulting in increased student achievement</p>	
7. Share successes via “Publish Your Best” on the SAS website	<p>To contribute to the SAS learning community by “Publishing Your Best”</p>	<p>Year 1 SAS Model Classroom Teachers</p> <p>August 2012</p>	<p>Submit a lesson/unit via SAS “Publish Your Best”</p>	<p>Possible publication of CASD lessons/units on the SAS website</p>	

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SASMD Schooling by Design Action Planner – Catasauqua Area – Goal #2

GOAL¹: To apply Schooling By Design/SAS principles and tools to positively impact district curriculum, instruction, and assessment practices.

Actions	Rationale ²	Who/When	Deliverables	Indicators	Adjustments ³
1. Examine the district mission and make recommendations for improvement.	To revise the district mission to focus on student outcomes that will guide district decisions/actions related to curriculum, instruction, assessment, etc.	January 2012 - PA LEADS Team & SAS Model Classroom Teachers Formal Mission Statement Revision as part of strategic planning process in 2013-2014	Preliminary consensus on student outcomes to be incorporated in a revised mission statement Board approval of a revised mission statement	Administration and faculty know, understand, and support the district mission and use it to drive curriculum, instruction, and assessment practices	
2. Apply backward design practices and use of the SAS curriculum framework/resources when writing/updating curriculum and analyzing student assessment data	To apply research based practices and utilize high quality curriculum/instruction/assessment resources that will ultimately result in increased student achievement	K-12 Administration and Faculty January 2012 - ongoing	Incorporation of SAS content and resources in board approved planned courses of study Training on how to use the SAS website in conjunction with CDT results to target students' skill specific strengths and needs	Teachers refer to backward design and SAS resources during pre/post observation conferences Professional development, curriculum writing, and assessment development activities include application of backward design and use of SAS resources	

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Actions	Rationale ²	Who/When	Deliverables	Indicators	Adjustments ³
3. Share and discuss instructional best practices videos	To provide teachers with explicit examples of best instructional and assessment practices and to discuss questions and concerns with how to incorporate best practices into daily teaching routines	Christina Lutz-Doemling Kathy Kotran Dee Snisky Building Principals	Comments/ideas/questions about best practices shared using technology tools like Today's Meet, TitanPad, Wikispaces, Corkboard, etc.	Administrators and teachers make contributions to the library of best practice videos	
4. Provide PD related to assessment topics	To create a collection (diagnostic, formative, benchmark, and summative) of high quality, valid and rigorous assessments aligned to the standards and supportive of the district's mission	Christina Lutz-Doemling Kathy Kotran Dee Snisky SAS Model Classroom Teachers K-12 Faculty	SAS Model Classroom Teacher March 25 th Professional Development Session focused on Assessment April Faculty Meetings – Assessment - CHS Two Day August Training – Assessment Focus – K-12 Teachers i3 Summer Science Wrkshp. – Assess. Inst.	Teachers report increased knowledge level of assessment topics (pretest vs. post-test data) Future assessment audits show an increase in the rigor and validity of teacher assessments	

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5. Conduct assessment audits K-12 in all content areas <ul style="list-style-type: none"> • Begin with SAS Model Classroom Teachers • Expand to include all teachers 	To determine the validity and level of rigor of classroom assessments	SAS Model Classroom Teachers – March 25 th Assessment Workshop K-12 Teachers – Two day Assessment Workshop – August 2012	Assessment Audit Observations/ Conclusions/ Feedback	Results of the SAS Model Classroom Teacher assessment audit indicated that the majority of assessments were lacking questions with a high level of rigor	More training on Webb's DoK will be provided to all faculty during building level faculty meetings

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SASMD Schooling by Design Action Planner – Catasauqua Area – Goal #3
GOAL¹: To utilize technology to improve organizational efficiency.

Actions	Rationale ²	Who/When	Deliverables	Indicators	Adjustments ³
1. To utilize technology to improve district data collection practices.	To increase the use of technology to collect data related to student achievement and teacher professional development	District and Building Level Administration K-12 Teachers Ongoing	January SAS Model Teacher PD Session focused on Data Analysis Fall CDT data analysis trainings at CMS and CHS Use of a technology tool to assist with walk through data collection	SAS Model Classroom teachers can share various data to illustrate increased student achievement as a result of their project implementation	
2. Utilize technology to enhance professional development.	To use technology tools that will facilitate anytime, anywhere, professional learning not only within the district, but across the state, country, world.	Christina Lutz-Doemling Kathy Kotran Dee Snisky District/Building Level Administration K-12 Teachers Ongoing	District Wikispace to facilitate collegial discussions and share technology tools	Use of SAS website as part of the teacher supervision process Teacher familiarity with "The Teaching Channel" and similar websites illustrating best teaching practices Use of district wikispace for professional learning by teachers/admin	

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